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Pestalozzi's *Leonard and Gertrude*, Froebel's *Education as Development*, Herbart's *Outlines of Educational Doctrine*, Spencer's *Education*, Dewey's *School and Society* (the simplest yet the most influential educational book by an American). Each presents education from a point of view different from all the others, but each has an easily comprehended scheme of thought, each emphasizes some things more than others, and each leaves the student with an organized system of thought, easily grasped, remembered, and applied. There is no confusion of mind, no missing the main points, but each book is lucid and convincing as far as its vision extends. We cannot, indeed, all of us be geniuses, but we can at least emulate the virtues of genius in transparent and co-ordinated exposition.

Aside from the lack of organization mentioned above, there is little to complain of in this volume, and much to praise. The faults are those of a class of expositors now holding the ear of the educational public; the excellences are those that belong to the faithful teacher and the careful student.

CHARLES DEGARMO

CORNELL UNIVERSITY

Twenty Years at Hull House. With Autobiographical Notes. By JANE ADDAMS. New York: Macmillan, 1910. Pp. xvii+462. \$2.50.

This story of Miss Addams' manifold and wide-reaching activities in connection with Hull House is introduced by an account of her early years, her studies in school and college, and her years of endeavor to find her field of work. It is all told with rare directness, and interspersed with philosophic and humorous comments, which make it not only a personal narrative of deep interest but a stimulating account of the development of many important civic movements. The early chapters form a human document of singular value for those engaged in education. We have much more biographical material for the lives of men than for those of women. And no one, so far as I know, of the women who have engaged in educational work has told her story in so frankly intimate a fashion. Miss Addams early resolved to "live with the poor," but it was long before she found the way to do this. The account of her studies, and travels, and mental processes while she was making up her mind will appeal to a multitude of eager young people and reveal the thoughts of many hearts. While, however, the democratic convictions and passion for justice seem to have been present almost from the beginning, the author's constant sense of humor keeps the story a genuine record of a normal, wholesome young person. The poise and sanity, the union of broad sympathy and sound intelligence which in later years refused to find a panacea for social ills in any "ism," were foreshadowed in some early decisions, but Miss Addams refuses to take herself too seriously, and hence we enjoy going along with her. One might easily find here one reason for the continually growing success of Hull House. With all the seriousness with which it has faced the almost overwhelming odds of its environment, there have been flexibility in methods, readiness to recognize mistakes and try other means, ability to see the bright side, and as much sensitiveness to the humor as to the pathos found in all sorts of human conditions. Indeed, when a teacher has

read between the lines of this book he will perhaps find himself nearer the secret of success in all work with young people than he has been before.

While the personal interest is the chief one there is also an account of the various educational experiments that Hull House has tried, and of the other ways in which its residents have sought to meet the needs of their neighbors. No teacher seeking either knowledge of city problems or guidance in making his school useful in the largest way can fail to find suggestions.

J. H. TUFTS

THE UNIVERSITY OF CHICAGO

Vocational Education. By JOHN M. GILLETTE. New York: American Book Co., 1910. Pp. viii+303. With diagrams.

The author's treatment of this now popular subject is extremely comprehensive, yet he says (p. 212) that he is "concerned with principles rather than with the application of principles to all details." Elsewhere he says that his purpose "is to state principles, demands and methods chiefly." He has sought to establish a philosophical basis for vocationalizing the work of the public schools, and he has organized his material, drawn for the most part from sources of undoubted reliability, most convincingly. It is of interest to note that the conclusions at which he arrives through his social philosophy coincide very closely with the practices of the vocational schools recently established throughout the country. This fact is the more significant when it is recalled that these schools generally are controlled by advisory boards composed of so-called "practical" men representing the industrial, commercial, and labor interests. This fact gives promise of the realization of the high social ideals advanced by Professor Gillette.

He rightly ascribes the strength of the movement for vocational education to a growing appreciation of the real meaning of the retardation and elimination of pupils, and of the importance of the economic and social factors in life. He clearly shows that the place to attack the problem is in the elementary schools.

He admits the radical and fundamental changes in school organization, and especially the greater differentiation in education involved in the movement, and defends change and differentiation as necessary accompaniments of growth and evolution.

He affirms that local conditions must determine very largely the exact type of school which will best serve the purpose of an enlightened social policy, but, somewhat inconsistently, denies the desirability of the "separate" industrial school even for the older and more congested industrial communities, apparently overlooking the fact that, in a large, complex, and perhaps conservative group, the separate school may be more economical and effective rather than less so, as he declares.

From the author's frank statement of the purpose of the book one should be prepared to find the philosophy more convincing than the illustrations, yet one is surprised to see the prominence given to such quotations as those on pp. 221, 292, and 293, for example, as illustrative of efforts "to better our present schools by the introduction of the vocational element." There is